



COUN6349: Trauma: Theories and Therapies

New Orleans Baptist Theological Seminary
Division of Church and Community Ministries
Spring 2017

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Mission Statement

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Core Value Focus

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is Characteristic Excellence: What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ. Characteristic Excellence is addressed by preparing students to excel in their ability to interpret Scripture, which is foundational to effective ministry.

Curriculum Competencies

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course are: Biblical Exposition, Effective Servant Leadership, Interpersonal Relationships, Disciple Making, and Spiritual and Character Formation.

Course Description

The purpose of this course is to develop students' knowledge and skill in the treatment of trauma for individuals, marriages, and families. Students will explore the psychological trauma field, including the current theories in the field, the nature of trauma, how trauma affects individuals and systems, grief reactions, and traumatic stress. Also included is the exploration of the professional's response to trauma, vicarious traumatization, comorbid disorders and general treatment issues. Students will have the opportunity to review evidence-based practices in the trauma field. A variety of theoretical frameworks are presented, including cognitive, spiritual, neurobiological, clinical, and socio-cultural.

Student Learning Outcomes

After completing this course, students will:

A. Cognitive Objectives:

1. Become familiar with the basic literature on trauma, posttraumatic stress disorder, and resilience.
2. Have explored the impact of trauma from a cognitive, spiritual, neurobiological/physiological, and socio-cultural perspective.
3. Have a basic working knowledge of trauma, the stages of trauma, and knowledge of basic strategies for treating trauma victims.
4. Have examined and be familiar with the most current evidence-based practices in trauma for treating adults, adolescents and children who have experienced trauma.

B. Affective Objectives:

1. Increase in appreciation for God's innate provisions for coping with overwhelming trauma.
2. Recognize the value of the safe relationship in bringing healing to trauma survivors.
3. Recognize the healing role the church and ministers can play in the lives of trauma survivors.

C. Behavioral Objectives:

1. Be able to select interventions to help bring healing to someone with the effects of trauma.

2. Will have explored and developed a personal response about theological concepts regarding trauma in the lives of people.

Textbooks

Briere, J. N., & Scott, C. (2014). *Principles of trauma therapy: A guide to symptoms, evaluation, and treatment*. CA: Sage Publications.

Eareckson Tada, J. (2010). *A place of healing: Wrestling with the mysteries of suffering, pain, and God's sovereignty*. David Cook.

Tracy, S. R. (2009). *Mending the soul: Understanding and healing abuse*. MI: Zondervan Publishing.

van der Kolk, B. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. NY: Penguin Group.

Vermilyea, E. G. (2013). *Growing beyond survival: A self-help toolkit for managing traumatic stress*, 2nd ed.. NC: The Sidran Institute.

Course Teaching Methodology

The course will involve the following methodologies: lecture, discussion, case studies, student research, and limited role plays.

Course Requirements

1. Complete all assigned reading/class exercises:

The reading is heavy in this course. Students should plan adequate time for each text and complete all assigned reading. Students will report on percentage read of each text or reading assignment. Students will sign up for role plays on Blackboard to demonstrate interventions in the Vermilyea book.

2. Attendance: Students should not miss any more class meetings than necessary.

Attendance will be part of the student's grade. Per NOBTS policy, more than 3 absences results in failure in class.

3. Suffering Paper:

Write a 5-7 page paper on how you, the counselor, would respond to a trauma client when he/she asks, "Where was God when I called to Him and ___ happened anyway?" The paper should be double spaced, written in first person, and citing at least 5 references, in addition to the Bible.

Due Feb 23.

4. Research Paper:

Write a research paper that is a brief literature review in which the student focuses in-depth on a specific issue within the traumatic stress field. The paper should be 8-10 typed, double spaced, APA format, and citing at least 10 scholarly references. Five of these references must be from peer-reviewed journals. The student should examine the chosen issue from one of the following five perspectives: cognitive, neurobiological, clinical, spiritual, or socio-cultural. The paper should contain a brief overview of the issue, an overview of the issue from the particular perspective chosen, and a discussion of the advantages and limitations of the chosen perspective when applied to multicultural populations.

Due April 27.

5. Final Exam:

As we look at various frameworks and methodologies for the treatment of trauma, prepare (for your personal use) an outline, or "play-book" for the various segments (chapters) or frameworks. For example, you would have a segment about using cognitive principles, another about affect regulation, etc. Then, at the end, for the final exam, put together these outlines of how you would treat a client with trauma, including a decision tree that would help you decide which segments would be best for that specific client. You will be given a case study, and will develop a treatment plan using your "play-book" for the planning.

Due May 11.

Evaluation of Grade

The student's grade will be computed as follows:

1. Reading Report	20%
<i>Due at start of each class</i>	
2. Class Participation/Attendance	10%
3. Suffering Paper	20%
<i>Due Feb 23</i>	
4. Research Paper	30%
<i>Due Apr 27</i>	
5. Final Exam	20%
<i>Due May 11</i>	

Reading Assignments

Students are responsible for completing all reading assignments.

Classroom Parameters

Please arrive on time.

Turn off cell phones. Utilize laptops and other technology for class purposes only.

Respect the professor and other members of the class.

Maintain confidentiality when someone shares personal information.

Participate in class and group discussions.

Professor's Policy on Late Assignments

All work is due on the assigned date in the syllabus. The grade for late assignments will automatically be reduced by one letter grade for each day after the due date.

Professor's Availability and Assignment Feedback

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a 24-hour period of time. Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided through the grading rubric located in the student's Blackboard Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments. The student may also email the course grader with questions regarding grading.

Extra Credit

Extra credit assignments may be initiated by the student and must be pre-approved by the instructor.

Academic Honesty Policy

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Please be aware that plagiarism in certain cases may result in expulsion from the seminary. Refer to the NOBTS Student Handbook

<http://www.nobts.edu/resources/pdf/studentervices/NOBTSHandbook.pdf> where the definition, penalties and policies associated with plagiarism are clearly defined.

Technical Assistance

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.

4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Help for Writing Papers at “The Write Stuff”

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

Course Schedule

Date	Topic for Class	Reading Assignment	Other
1/26/17	Overview of Class Introduction: What is Trauma The Effects of Trauma		
2/2/17	Assessing Trauma & Posttraumatic Outcomes	Briere, Ch. 1-3 Vermilyea p. 6-17	
2/9/17	A Place of Healing	Complete Eareckson	
2/16/17	A Christian Perspective: Mending the Soul	Complete Tracy	
2/23/17	Central Issues in Trauma Treatment Psychoeducation	Briere, Chapter 4-5 Vermilyea p. vii- p5.	Suffering Paper Due
3/2/17	Distress Reduction & Affect Regulation Training	Briere, Chapter 6 Vermilyea p. 21-41	Tool Demo
3/9/17	The Body Keeps the Score	van der Kolk, Ch. 1-3	
3/16/17	Spring Break		
3/23/17	Cognitive Interventions	Briere, Chapter 7 Vermilyea p. 43-68 van der Kolk, Ch. 4-7	Tool Demo
3/30/17	Emotional Processing	Briere, Chapter 8 Vermilyea p.69-79 van der Kolk, Ch. 8	Tool Demo
4/6/17	Increasing Identity & Relational Functioning	Briere, Chapter 9 Vermilyea p. 80-102 van der Kolk, Ch. 9-10	Tool Demo
4/13/17	Mindfulness in Trauma Treatment	Briere, Chapter 10 Vermilyea p. 105-138 van der Kolk, Ch. 11-12	Tool Demo
4/20/16	Treating the Effects of Acute Trauma	Briere, Chapter 11 Vermilyea p. 142-180 van der Kolk, Ch. 13, 14, 15, OR 16	Tool Demo
4/27/17	Psychobiology & Psychopharmacology of Trauma	Briere, Chapter 12 van der Kolk, Ch. 17, 18, 19, OR 20	Research Paper Due
5/4/17	Managing Vicarious Traumatization/ Faith Communities and Healing		
5/11/17	Final Exam: 9-11 am		

Selected Bibliography

Chu, J. A. (2011). *Rebuilding shattered lives: Treating complex PTSD & dissociative disorders*. NJ: John Wiley & Sons.

Courtois, C. A., & Ford, J. D. (2013). *Treatment of complex trauma: A sequenced, relationship-based approach*. NY, NY: The Guilford Press.

Curran, L. (2013). *101 trauma informed interventions: Activities, exercises and assignments to move the client and therapy forward*. Eau Claire, WI: Premier Publishing Media.

Day, J. H., Vermilyea, E., Wilkerson, J., & Giller, E. (2006). *Risking connection in faith communities: A training curriculum or faith leaders supporting trauma survivors*. MD: Sidran Institute Press.

Heller, L., Lapierre, A. (2012). *Healing developmental trauma: How early trauma affects self-regulation, self-image, and the capacity for relationship*. CA: North Atlantic Books.

Ritual Abuse: Definitions, Glossary, The Use of Mind Control. Report of the ritual abuse task force. Lose Angeles, CA: Los Angeles County Commission for Women, March 15, 2991. Can be accessed at <http://ritualabuse.us/ritualabuse/articles/>

Russell, M. C., & Figley, C.R. (2012). *An EMDR practitioner's guide to treating traumatic stress disorders in military personnel*. NY, NY: Routledge.

Shapiro, F. *Eye movement desensitization and reprocessing (EMDR): Basic principles, protocols, and procedures*. 2nd ed. New York, NY: The Guilford Press.

W., A. T. (2004). *Got parts? An insider's guide to managing life successfully with dissociative Identity disorder*. Ann Arbor, MI: Love Healing Press.

Waddell, M. C., & Orr, K. K. (2013). *Wounded warrior, wounded home: Hope for families living with PTSD and TBI*. Grand Rapids, MI: Revell.